

Selected Response Assessment, Chapter 5

Focus Questions:

- When and how do I use selected response methods of assessment most effectively?
- How do I avoid bias in the creation and implementation of selected response assessment?
- What are ways students can be involved in determining what knowledge is valued in the course?

Learning Targets:

- Students will know the fundamentals of selected response assessments.
- Students will know that selected response assessments align well with knowledge and understanding targets but weakly with skill targets.
- Students will understand that selected response assessment can be used FOR and OF student learning.

Exemplars:

Assessment OF Student Learning

- Looks to past to determine amount learned
- Summative
- More often a written and/or individual assessment
- Used for the purpose of directly determining a grade

Assessment FOR Student Learning

- Helps students understand where they are at in learning process
- Formative
- More often verbal and/or group assessment

Question Exemplars:

Fact Based:

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

A. 9
B. 12
C. 15
D. 18

Concept Based:

Which choice goes with:

X	X	X	X	A. $3 \times 4 =$
X	X	X	X	B. $3 + 4 =$
X	X	X	X	C. $3 \times 12 =$

Fact Based:

T/F?

The three branches of U.S. government are legislative, judicial, and executive.

Concept Based:

T/F?

Under the system of checks and balances, the executive branch balances the legislative branch through its ability to veto legislation.